**W2 Course Review Form**



To apply for a W2-attribute for your course, please fill out the form below and include the following materials:

1. The W2 Course Review Form. Respond to the questions in the form below. The form covers three areas of focus:
	1. **Writing Assignments**
	2. **Writing Instruction**
	3. **Writing Assessment**
2. A draft of the **course syllabus and schedule**. The syllabus should explain to students why writing is important in this class and what they will learn.
3. Any supporting documents that demonstrate the course’s **writing assignments writing instruction, and writing assessment.**

**## Please submit all application materials in a single PDF to the W2 convenor##**

1. Instructor name:

Instructor program/school:

Course acronym, number, & title:



1. **Writing Assignments:** What will students write in the course? What will students learn about writing through those assignments? In the table below, describe at least THREE (3) separate writing assignments. Describe whether it’s a major or minor assignment, and list the writing-related learning objectives for each assignment.

|  |  |  |
| --- | --- | --- |
| **Writing Assignment & Brief Description** | **Major or minor assignment?**  | **Writing-related Learning Objects for the assignment** |
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1. **Writing Instruction:** What will you teach students about writing? And howwill you teach writing in this course? Please describe at least TWO (2) lesson plans that will help students learn something about writing. Lesson plans should describe (a) the goal or purpose of the lesson; (b) what assignment or objective the lesson specifically supports; and (c) how you will facilitate the lesson. Please make sure to attach any teaching materials and/or documents that help facilitate the lesson.

*Note: The WAC Committee is particularly interested in how the lesson plans align with your learning objectives, the writing assignments, and/or how you will assess student writing.*



1. **Assessment:** What is your method of responding to student writing? What kinds of feedback do you give on drafts and final papers or projects? What areas do you focus on as you comment on student writing? What tools do you use to support your responses to student writing such as rubrics, grading contracts, Google comments, etc? Please make sure to attach any materials or documents you use to support your responses to student writing.

*Note: The committee is interested in how your method of assessment contributes to the teaching and learning of writing in the class, not simply as a means of assigning grades.*

 

1. **Optional.** Please note any other information the Writing Advisory Committee might find useful.